

# THE ACLS NEWSLETTER

AMERICAN COUNCIL OF LEARNED SOCIETIES  
A MEMBER OF THE INTERNATIONAL UNION OF ACADEMIES

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Volume VIII

SHIRLEY DUNCAN HUDSON, Editor

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UNION ACADÉMIQUE INTERNATIONALE

THIRTY-FIRST SESSION

DURHAM, N. C.

At the thirty-first session of the Union Académique Internationale, held at the Palais des Académies in Brussels, June 10-14, 1957, the ACLS was represented by two members of its Board of Directors, Curt F. Buhler and Rensselaer W. Lee. The President, Professor R. A. B. Mynors of Oxford presided over the General Assembly. Procedure had been planned by the new Administrative Secretary, M. H. Lavachery. Delegates were present from the member organizations of Austria, Belgium, Canada, Czechoslovakia, Denmark, Finland, France, Germany, Great Britain, Greece, Holland, Hungary, Italy, Japan, Norway, Poland, Spain, Sweden, Switzerland, the United States, and Yugoslavia. UNESCO was represented by M. N. Bammate, Chief of the Division of Cultural Activities, and the Council for Philosophy and Humanistic Studies by Professor Ronald Syme of Oxford, its Secretary General, and M. Jean d'Ormesson, its Assistant Secretary.

Full reports of the work of the various commissions will appear in the *Compte Rendu*. In the meantime, the following comments summarize progress on projects of particular interest to scholars in the United States. Professor E. A. Lowe had reported that the text and collotype plates of volumes VIII and IX of the *Codices Latini Antiquiores*, dealing with manuscripts in German libraries, were in an advanced state of preparation. Dr. Charles R. D. Miller had listed four volumes of the *Editions of Selected*

*Commentaries of Averroes on Aristotle* as already published, three to be published in 1957, and three in progress. Professor Paul Oskar Kristeller, in writing concerning the *Catalogus Translationum et Commentariorum*, had reported completion of three important articles and substantial progress on others. For the second year, the Fulbright Committee in Rome had assigned a fellowship for work in connection with the *Catalogus*.

Two fascicules (one German, one Italian) of the *Corpus Vasorum Antiquorum* had appeared during the past year, making a total of 105. Six fascicules were in press or ready for publication, and many others, including four dealing with collections in American museums, were either projected or in preparation. Hungary, which hitherto had taken no part in the work of the *Corpus*, is now seriously considering the publication of her Greek vases. M. Dugas, director of this enterprise, is in correspondence with Leningrad in the hope of obtaining Russian participation.

The first volume of the *Corpus Vitrearum Medii Aevi* (that on stained glass in Switzerland) had been presented to the UAI before its 1956 session, a year after the project had come under the sponsorship of the Union. The text of the first volume on German glass had been printed, and the plates should be ready by the end of 1957. Five additional volumes were in press, and others were in preparation.

Professor I. J. Gelb reported publication of a second volume of the *Assyrian Dictionary* by the end of 1956. This was actually Volume V, containing words with the initial consonant G. Volume VI (H) had appeared earlier last year. Volumes IV and III (E and D) were projected for 1957. Costs of work and publication are being borne almost entirely by the University of Chicago. The ACLS is contributing \$500 and the Humanities Research Council of Canada something over \$200 toward the expenses of the Dictionary during 1957-1958. The representative of UNESCO at the UAI meeting voiced the hope that this initiative of Canada and the United States would be followed by other countries. He intimated that wider support might give the Dictionary a stronger international impress in the eyes of UNESCO and might result in a worthwhile contribution from the latter.

The *Monumenta Musicae Byzantinae* is an enterprise in which scholars at Harvard University are actively engaged and to which the Slavic Department at Harvard and Dumbarton Oaks contribute. It continued to progress steadily during 1956-1957. Volume IV of the principal series had been published, and Volume V practically completed. Volumes VIII and IX of the *Transcripta* had been published; Volume VII is promised by the end of this year.

The next meeting of the UAI will be held in Brussels, June 9-12, 1958.

## REGIONAL ASSOCIATE APPOINTMENTS

*Region VII Southwest*

Area 5 (west Texas), Fred Wendorf, Texas Technological College

*Region IX Pacific Coast*

Area 4 (San Francisco-Berkeley), Carl Bridenbaugh, University of California at Berkeley

*Region X The Territories*

Alaska: William H. Magee, University of Alaska

Puerto Rico: Eugenio Fernández Méndez, University of Puerto Rico

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## HONORS PROGRAMS

The selection of materials from the Regional Associates' reports for this issue of the *Newsletter* was guided by a postscript to a letter. The writer asked, "Have any of the Associates reported on interdepartmental honors programs in their areas? I am chairman of a committee seeking to propose a program to give greater opportunities to outstanding students. We are well acquainted with the Honors College at Michigan State University, but I am wondering if you have details on any similar ventures." This inquiry was welcomed as a possible illustration of the potential usefulness of these reports, a usefulness that will increase with time and with extended coverage.

Perversely, this open reply will begin not with an account of a successful honors program but with a proposal for an honors program at MONTANA STATE UNIVERSITY: "What To Do for the Superior Student." This proposal describes both the need for such a program and the special obstacles to its establishment at a state university.

"In recent decades educators have been questioning whether we are fulfilling our obligations to the exceptionally good student. Dean Harding, of Ohio State University, estimates that 95 percent of our counseling and special classes are devoted to the marginal student on his way out of the university or on his way back in. This figure seems to indicate a neglect of the special needs of the superior student. The question raised is: Does not the exceptionally good student, as well as the exceptionally poor student, need exceptional treatment?

"Experiments have been tried in many institutions, sometimes with conspicuous success, to test the response of superior students to methods of teaching adapted to their superior abilities. These experiments range from the separate Honors College of Michigan State University to the student colloquia and tutorial systems of Swarthmore, Reed, Grinnell, Colorado, etc."

The statement continues with points particularly pertinent to the state situation. Failure to initiate some such program would result in the loss of the best (academically speaking) of the local high-school graduates to other universities where greater opportunities exist. One major difficulty, however, in establishing honors programs in state universities has been the necessity of doing it without financial support. While it is usually thought appropriate to spend extra money on the deficient student, it is often considered inappropriate to finance special treatment of the exceptionally gifted. This means that honors programs get started in state universities, if at all, only after two or three rejections by the faculty, and then only through the willingness of some faculty members to take on the extra work without proportional decrease of other duties.

Regional Associates have reported some activity of this kind in a few state universities. The College of Arts and Sciences at the UNIVERSITY OF CONNECTICUT is presently debating the question of an honors program for four or at least two years. The Department of Sociology and Anthropology at the UNIVERSITY OF ALABAMA has reworked its curriculum in order to offer honors reading for superior students. During 1957-1958, the UNIVERSITY OF TEXAS will be launching a number of programs to increase the effectiveness of its offerings for the advanced Arts and Sciences undergraduate. This includes initiation of an undergraduate honors program on the Arts and Sciences level with dove-tailing honors programs in individual departments. Last spring the College of Liberal Arts at BOWLING GREEN STATE UNIVERSITY introduced a program to permit superior students to have exceptions made to many standard regulations in the interests of working out the best individual academic program. Students may apply for admission to this special privilege status after one semester in the university, and exceptions are granted on the basis of recommendations by the student's adviser and instructors. The UNIVERSITY OF COLORADO has had an honors program since 1930. Its Director writes that it is now an established campus tradition of student dedication to scholarship, furnishing as it does "a counter-trend to increasing standardization; to narrow vocationalism of outlook and technologism; to cults of the mere past or of the bare present; to departmental isolation; to acquiescence or drift." The program combines general and departmental studies and affects directly between five and ten percent of the students in the College of Arts and Sciences. It is administered by a director who is the chairman of the Council on Honors of twenty

members—twelve on three-year rotating appointments and eight ex-officio members. The latter include the directors of the four relatively recent courses in the division of general education, the premedical adviser, the director of libraries, the dean of the college, and the dean of faculties. The Council determines policy and makes the final honors awards on the basis of three sets of examinations—the Graduate Record Examination and the departmental and general written examinations which are followed by orals. A Council member sits in on every departmental examination, and three faculty members, one each from the sciences, social sciences, and humanities, constitute each of the committees for the general oral examination of every candidate. Honors procedures involve regular interviews, many general honors groups, individual independent projects, departmental plans, seminars and research projects, summer vacation projects, a junior and a senior colloquium, and whatever other changing means are found appropriate to the complexity of an undertaking which now involves over four hundred students at every level of the undergraduate curriculum.

Within the private colleges and universities there have been varied approaches to honors work. At PRINCETON UNIVERSITY, for example, there is the Special Program in the Humanities, aimed at a group of undergraduates who are particularly interested in a cross-section of the humanities and who are of sufficiently high calibre to pursue a supervised and coordinated course of study adjusted to the needs of the individual. The departments of art and archaeology, classics, English, history, modern languages, music, philosophy, and religion cooperate. This program requires the student to choose his department of concentration in his sophomore year, to take upper-class courses in his department during his sophomore and junior years, to devote his senior year to a single senior seminar and to no other courses taken for credit, to apply the remaining time in the senior year to research and the writing of a senior thesis on a broadly-defined humanistic subject, and to sit for a series of three specially-designed comprehensive examinations in the second term of his senior year. These students, when they are graduated, are eligible for both Special Program and Departmental Honors and receive a certificate recording such honors in the Program.

At LEHIGH UNIVERSITY, the Honors Program is designed to allow a selected group of students of exceptional ability to spend a portion of their junior and senior years working independently through a series of seminars and a thesis project. Students take one seminar in each of these areas: humanities, social sciences, life sciences, and physical sciences. "Creative Concepts" has been adopted as the general theme for the several seminars. The first humanities seminar, for example, is concerned with a comparative study of the basic principles underlying the art and literature of the Romantic period.

DE PAUW UNIVERSITY is using a grant from the Lilly Foundation to put into effect an honors program in both English and history. During

their last two undergraduate years, a small number of superior students will be freed in part from the usual class-attendance obligation in order to read extensively, audit lectures as they choose, confer with tutors, and prepare a thesis for their major independent work. A senior seminar will assist them in preparing for a comprehensive examination at the end of their last semester. This program is purposely planned as an "antithesis" to the General Studies Program, with which the faculty has been experimenting recently.

In June 1957, for the first time, three students at KNOX COLLEGE received "College Honors" in a given area of study. The College Honors Program supplants former departmental honors programs, although it does not negate the possibility of independent studies within a department. The Program is administered by a Council consisting of the Dean of the College and four departmental chairmen. This Council appoints for each student under the Program an Honors Committee consisting of three or more faculty members. The candidate for honors must demonstrate his competence by showing tangible evidence of independent study; take a written examination on subject matter specified by the Honors Committee but prepared and evaluated by an examiner chosen from the faculty of some other college; and submit to an oral examination conducted by the Honors Committee, assisted, if possible, by the outside examiner.

**HOBART AND WILLIAM SMITH COLLEGES** are presently restudying their Honors Program in an effort to attract a larger number of students into it. They find that some students shy away from the program when they hear that an excessive amount of work is required for it. Others seem to be temperamentally unsuited for doing work on their own. Under the existing program, a student works solely with an adviser as he reads, prepares for his written examinations, and writes his honors paper. His total experience is judged by a Committee which includes, as its Chairman, an expert examiner from another institution. The Colleges are now considering the introduction of junior seminars for students who are planning to enter the Honors Program.

The Department of History at AMHERST COLLEGE has already introduced such a preparatory course for sophomores who contemplate becoming honors students in the field. The subject matter—mediaeval history—is dealt with as a series of problems, each problem arising from the conflict of scholarly opinion on some major issue of historical interpretation. The aim is to present the same events from radically different points of view, thus giving the student some insight into the task of the historian.

## MORE ON GOVERNMENT UNDER LAW AND THE INDIVIDUAL

The ACLS is not alone in its concern with government under law and the individual (one of the three main segments of the larger question of the prospects for the individual in the East and in the West, discussed at the annual meeting in January, 1957). The International Association of Legal Science, and the International Committee of Comparative Law, which constitutes the Executive Committee of the Association, held a general conference at Chicago during the period, September 8-16, 1957. Of the three colloquia which featured the conference, two dealt with the rule of law: one, *The Rule of Law as Understood in the West*; the other, *The Rule of Law in Oriental Countries*. The ACLS publication, *Government Under Law and the Individual*, had been read and taken into account by several of those charged with special responsibility for organizing the colloquia. During the deliberations of the colloquium on *The Rule of Law as Understood in the West*, the General Reporter referred to the ACLS publication, and indicated that it might be helpful as a model for part of the report of the colloquium.

### NOTES

Upon the recommendation of its Executive Committee, the Council of the American Sociological Society, at its annual meeting in Washington, D. C., established a liaison committee to study the problem of the relationship between sociology and the humanities. It is anticipated that such a study might make an important contribution to the formulation of more effective programming. The chairman of the committee, who was also elected as Delegate from the Society to the ACLS, is John W. Riley, Jr., head of the Department of Sociology at Rutgers. Members of the committee include Robert C. Angell (University of Michigan), Robert Bierstedt (City College of New York), Robert K. Merton (Columbia University), and Vincent H. Whitney (Brown University).

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The items on interdepartmental programs, selected from the Regional Associates' reports for publication in the *Newsletter* (Vol. VIII, No. 2) have elicited accounts of similar activity in other institutions.

Paul Oskar Kristeller of the Department of Philosophy at Columbia University writes: "It might interest you to learn about the University Seminars which have been developed at Columbia as interdepartmental faculty discussion groups since 1945. There have been seminars on the Renaissance, on the Middle Ages, and on several topics in the social sciences, and there is to be one on classical and one on Chinese civilization."

Writing on behalf of the Committee on Comparative Literature at Brandeis University, Irving Massey reports that a recent number of the *Com-*

*parative Literature Newsletter*, at Harvard University, had contained the following description of a program at his university: "A major in Comparative Literature has been available to undergraduates at Brandeis University for some time. The program included no definite language requirements, and remained in a somewhat amorphous state until this year. The present revision seeks to remedy this incoherence by establishing Comparative Literature as an inter-departmental major, with emphasis upon the two departments in which the student specializes rather than upon comparative studies in general. A sample program would include, among the eight courses required for the major, three in French, two and a half in English, two in Comparative Literature, and Tutorial. Only those courses which require reading in the original language may be credited towards a major in Comparative Literature. Two comparative courses now offered which meet this requirement are Romanticism and Symbolism; these will be alternated with courses in the Renaissance and the seventeenth century when the revised program has been consolidated. Advisers have further been instructed to guide students into literature courses beyond the minimum number required in their two main fields." [A similar arrangement obtains in the Romance Languages department, where a special degree on Romance Literature is awarded to those who complete eight full courses in two Romance languages.]

"The new plan has just begun operation, but student interest seems to have been stimulated rather than discouraged by the solidification of the area, and by the challenge of a difficult major. With the concomitant tendency to conduct all classes in modern European literatures in the original language, there appears to be good promise of a healthy Comparative Literature program at Brandeis University."

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From Baylor University comes a brochure describing three new programs: the Program of Literacy Studies, the English Language Institute, and Foreign Service Studies for International Students. The first, described as a course of studies designed to contribute to the increase of literacy throughout the world, is an attempt at training American and foreign personnel to serve effectively in furthering literacy programs.

## ACLS COMMITTEES

(1957-1958)

The following committees have been appointed for terms ending June 30, 1958:

## COMMITTEE ON AN ARCHIVE OF ISLAMIC CULTURE

Myron B. Smith (Islamic art), Library of Congress; John A. Wilson (Egyptology), University of Chicago; T. Cuyler Young (Persian literature), Princeton University.

## COMMITTEE ON THE DICTIONARY OF AMERICAN BIOGRAPHY

*Chairman:* Dumas Malone (history), Columbia University.

Irving Dilliard, St. Louis *Post-Dispatch*; Waldo G. Leland (history), Director Emeritus, ACLS; Stanley Pargellis (history and literature), Newberry Library; Arthur M. Schlesinger, Sr. (history), Harvard University.

## COMMITTEE ON THE HISTORY OF RELIGIONS

*Chairman:* Erwin R. Goodenough (history of religion), Yale University.

*Secretary:* Clarence H. Hamilton (philosophy and Far Eastern studies), Oberlin, Ohio.

Walter Harrelson (Dean, Divinity School), University of Chicago; Morton Smith (history of religions), Columbia University; D. H. Daugherty, ACLS staff liaison.

*Editorial Board*

Herbert W. Schneider (philosophy and religion), Columbia University.

Joseph L. Blau (philosophy), Columbia University.

## COMMITTEE ON LANGUAGE PROGRAMS

*Chairman:* Martin Joos (Germanics, linguistics), University of Wisconsin.

*Secretary:* William G. Moulton (Germanic linguistics), Cornell University.

Bernard Bloch (linguistics), Yale University; John B. Carroll (psychology), Harvard University; D. Lee Hamilton (Romance languages and literature), Foreign Service Institute, Department of State; Archibald A. Hill (linguistics), University of Texas; Norman A. McQuown (anthropology), University of Chicago; Henry Lee Smith, Jr. (linguistics), University of Buffalo; John Kepke, ACLS staff representative; J. F. Wellemeyer, Jr., ACLS staff liaison.

*Sub-Committee on Linguistics in Education*

*Chairman:* John B. Carroll (psychology), Harvard University

Archibald A. Hill (linguistics), University of Texas; Henry Lee Smith, Jr. (linguistics), University of Buffalo.

*Sub-Committee on Language and Psychotherapy*

*Chairman:* Henry W. Brosin (psychiatry), Western Psychiatric Institute.

*Secretary:* Norman A. McQuown (anthropology), University of Chicago.

Gregory Bateson (anthropology), Veterans Administration Hospital, Palo Alto, California; Dr. Robert Cohen (psychiatry), National Institute of Mental Health; Margaret Mead (anthropology), American Museum of Natural History; Robert E. Pittenger (psychiatry), Upstate Medical Center, State University of New York, Syracuse, New York; Charles E. Osgood (psychology), University of Illinois; Henry Lee Smith, Jr. (linguistics), University of Buffalo.

## COMMITTEE ON MUSIC AND MUSICOLOGY

*Chairman:* Edward N. Waters (American musical history), Library of Congress.

*Secretary:* Leo Schrade (musicology), Yale University.

Jacques Barzun (history), Columbia University; Edward O. D. Downes (music history), *New York Times*; Gustave Reese (musicology), New York University; D. H. Daugherty, ACLS liaison.

COMMITTEE ON THE RELATIONSHIP OF LEARNED SOCIETIES  
TO AMERICAN EDUCATION

Francis Keppel (education), Harvard University; R. M. Lumiansky (English), Tulane University; Boyd C. Shafer (history), American Historical Association.  
(Additional members are to be added.)

## COMMITTEE ON SCHOLARLY PUBLICATION

Thomas Bledsoe, The Beacon Press; Erwin Goodenough (history of religion), Yale University; Archibald A. Hill (linguistics), University of Texas; William Jovanovich, Harcourt Brace and Company; Bernard Perry, Indiana University Press; Victor Reynolds, Cornell University Press; Roger Shugg, University of Chicago Press; Joseph R. Strayer (mediaeval history), Princeton University; Victor Weybright, New American Library.

## FELLOWSHIP COMMITTEE

*Chairman:* Sidney Painter (mediaeval history), Johns Hopkins University.

Millard Meiss (fine arts), Harvard University; Moody Prior (English literature), Northwestern University; Gertrude Smith (Classics), University of Chicago; Arthur F. Wright (Chinese history), Stanford University.

## GRANT-IN-AID COMMITTEE

*Chairman:* Robert Hoopes (English), ACLS.

W. K. Frankena (philosophy), University of Michigan; Margaret Gilman (French), Bryn Mawr College; H. Stuart Hughes (modern European history), Harvard University; Charles Seymour, Jr. (history of art), Yale University.

## SPECIAL AWARDS COMMITTEE

*Chairman:* Whitney J. Oates (Classics), Princeton University.

Arthur E. Murphy (philosophy), University of Washington; Gaines Post (history), University of Wisconsin.

## JOINT COMMITTEE ON AMERICAN NATIVE LANGUAGES

(with the American Anthropological Association and the  
Linguistic Society of America)

Harry Hoijer (anthropology), University of California at Los Angeles,  
ACLS representative.

JOINT COMMITTEE ON THE RECOVERY OF  
ARCHAEOLOGICAL REMAINS

(with the American Anthropological Association and the  
Society of American Archaeology)

J. O. Brew (anthropology, archaeology), Harvard University; Henry W. Hamilton, Wood and Huston Bank, Marshall, Missouri, ACLS representatives.

## COMMITTEE ON THE INTERNATIONAL EXCHANGE OF PERSONS

(with the American Council on Education, the National Research Council,  
and the Social Science Research Council)

Lewis Hanke (Latin-American history), University of Texas; D. H. Daugherty (philosophy), ACLS; Bernard Phillips (philosophy), University of Delaware, ACLS representatives.

Also reappointed for a term ending September 30, 1958, with the  
membership indicated, was the

## JOINT COMMITTEE ON SLAVIC STUDIES

(with the Social Science Research Council)

*Chairman:* William B. Edgerton (Slavic languages), Columbia University.*Secretary:* Robert F. Byrnes (history), Indiana University.

Abram Bergson (economics), Harvard University; C. E. Black (history), Princeton University; Merle Fainsod (political science), Harvard University; Chauncy D. Harris (geography), University of Chicago; Charles Jelavich (history), University of California at Berkeley; Henry L. Roberts (history), Columbia University; Marshall D. Shulman (political science), Harvard University; Ernest J. Simmons (Russian), Columbia University; S. Harrison Thomson (history), University of Colorado; Sergius Yakobson (Slavic studies), Library of Congress.

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